

2010 StarTalk Summer Program

Lesson Plan Format

June 5, 2010

Date: _____

Teacher Names (Please list all names): Feng Juan Graves

Date: June 5, 2010		Level: K3-5	
Text:	pp.	Travel Brochure	Unit Title: Travel
A. Objective: Travel to China			
Materials Needed: Maps, toys (airplane, train, ship) and picture of the city senic			
B. Steps/Plan			
Teacher will:		Students will:	
Setting the Stage: 地圖-Maps, 旅遊-travel, 北京-Beijing, 西安-Xian, 長江-Yangzi jiang, 上海-shanghai, 南方-southern, 北方-northern		Minutes: 5 Get to know the travel map and find out there is the sightseeing place.	
Comprehensible Input: (use input strategies to model new material in the target language) 去, 旅遊 坐, 飛機, 火車, 船, 公共汽車 北京的長城, 西安的兵馬俑, 長江的三峽, 上海的購物城		Minutes: 10-15 Learn transportations methord for long distance traveling by airplane (fast), optional transportation by train, ship and bus. Learn famous sightseeing place in China.	

<p>Guided Practice: (students practice new function with teacher-prepared materials)</p> <p>Get a Chinese map for each students, they need find where is south and north of China.</p> <p>USA to Beijing by airplane (open arm) Beijing-Xian by train(circle arm), Xian- Yangzi river by boat(wave my body), Yangzi River to Shanghai by bus(driving).</p>	<p style="text-align: right;">Minutes: 5-10</p> <p>Find city and mark the itinerary on the map.</p> <p>Students will following my TPR. Student will act the transportation they use when I said the city.</p>
<p>Independent Practice: (students generate communicative language in realistic situations)</p> <p>Ask other students to choose the place they would like to go or by which transportations?</p>	<p style="text-align: right;">Minutes: 10</p> <p>Student will ask other student where he or she like to go and how do they go? Each of them need find 3 students.</p>
<p>Evaluation/Assessment/Closure: (students show evidence of what they have learned; was your objective met?)</p> <p>Students will design their own travel plan. eg. New York, Disney land, Paris...</p>	<p style="text-align: right;">Minutes: 5</p> <p>Student will go home drawing or find a map, and design they own vacation.</p>
<p>C. National Standards (Explain in detail): Communications, Cultures, Connections, Comparisons, Communities</p> <p>Communications : express what they like to do or dream to do on their vacation</p> <p>Cultures : Chinese's history city and most important cities.</p> <p>Connections : Familier China</p> <p>Comparisons : Transportation method, which way fast travel and which way is save money.</p> <p>Communities : Location of the Country and cities</p>	
<p>D. Language Arts (Explain in detail): listening/speaking/reading/writing strategies; language conventions</p> <p>Listening: City's name, the cities of the character, transportatios.</p> <p>Speaking: Ask other students which cities in China they want to go</p> <p>Reading: Maps</p> <p>Writing strategies: Create their own vacations</p> <p>Language conventions: They can use the transportation for their daily life</p>	

E. Language Development (Explain in detail): listening/reading comprehension, speaking, word analysis, reading fluency

Listening: though travel, they can hear the city's famous for.

Reading comprehension: they can do some research about the Chinese history

Speaking: They will find way to social topic.

Word analysis: Great wall means... Terra cotta

Reading Fluency: If we talk about Great Wall means in Beijing, we said Beijing Great Wall and ...